

Institutional Goal 1

Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.

Institutional Objective 1.1

Increase the number of students who complete degree applicable courses, including English and math, by the end of their first year of enrollment at Shasta College.

Activities:

- A. Expand and implement best practices such as multiple measures, accelerated course options, co-requisite models, embedded tutoring, library instruction, and English and math success academies to ensure that more students enroll in degree applicable courses as they enter Shasta College.
- B. Investigate, implement, and expand innovative best practices in instruction.
- C. Use disaggregated data to evaluate effectiveness of alternative placement procedures, including multiple measures, local assessments, and supplemental diagnostic tools, with a targeted focus on equity populations.
- D. Investigate the feasibility of implementing additional placement tools specific to returning adults and/or non-traditional students, including tools that may add additional individualized diagnostics.

Institutional Objective 1.2

In accordance with the California Community College Chancellor's Office (CCCCO) Vision for Success Goals, increase the rate at which students complete certificates, credentials, associate degrees, and transfer goals each academic year through the implementation of Guided Pathways.

Activities:

- A. Implement and expand best practices such as alternative course scheduling, cohort support, case management, Meta-Majors, Guided Pathways, and supplemental instruction (including tutoring) to increase the rate at which students complete certificates, credentials, associate degrees, and transfer goals.
- B. Reduce time to completion and/or number of units accumulated in degree attainment through case management, automated education plans, accelerated course patterns, early alert warning systems such as Shasta Summit (Starfish), and clear academic program maps.
- C. Implement and evaluate the Integrated Plan (which aligns goals from SSSP, Equity, and the Basic Skills Initiative) and report results to College Council on an annual basis.
- D. Redesign web interface and online accessible tools to support student matriculation, and awareness of degrees, certificates, and Meta-Majors.
- E. Implement best practices to proactively confer degrees and certificates to students for the work that has been completed including degree audits, "degree reclamation"* and "opt-out"** degree conferral.
- F. Promote annual Innovation Mini-Grants to enhance campus-wide creativity, interaction, and innovation.
- G. Engage in discussions between staff, faculty, counselors, administrators, and students to develop and sustain the Guided Pathways framework and enable continuous improvement.

**Degree reclamation refers to efforts to retroactively confer degrees and certificates that were earned by students but not received.*

***Opt-out degree conferral makes the awarding of degrees/certificates automatic unless the student declines.*

Institutional Objective 1.3

In accordance with CCCCO Vision for Success Goal 2*, increase the number of students who transfer and/or are transfer prepared annually.

Activities:

- A. Increase the number of students who annually attain Associate Degrees for Transfer (ADTs), including students from disproportionately impacted groups.
- B. Enhance integration of the Transfer Center with pathway programs including Accelerated College Education (ACE), Bachelor's through Online Degrees (BOLD), TRiO, dual and concurrent enrollment, and all University Partnerships.
- C. In cooperation with K-12 partners, expand transfer pathways such as the College Promise Program, the Shasta College Honors Program, BOLD, and expanded dual and concurrent enrollment.
- D. Attain specialized accreditation of the Shasta College Dual Enrollment Program and create stronger connections with the College and Career Access Pathways legislation (CCAP) and Guided Pathways.
- E. Develop strong advocacy for the continuation of Bachelor's Degree programs offered through the community college system, including the Shasta College Health Information Management Bachelor's Degree.

**Vision for Success Goal 2: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2022.*

Institutional Goal 2

Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.

Institutional Objective 2.1

Improve access to instruction through a variety of innovative practices.

Activities:

- A. Implement technology improvements that support instruction such as increased course offerings, further utilization of Canvas, and the provision of a comprehensive WiFi network throughout the District.
- B. Work within California Community College Chancellor's Office (CCCCO) guidelines to apply for and receive Center Status for the Tehama Campus.
- C. Develop extended education sites as learning hubs with computer access, connectivity, library resources and services, and learning supports to ensure equal access to online learning opportunities.
- D. Through participation in the California Community Colleges Technology Center's Library Services Platform project and other innovations, implement and assess a modern integrated library system to improve discovery and access to research material for students and faculty.
- E. Expand and evaluate evidence-based practices such as online tutoring and/or synchronous learning supports for basic skills and general education.
- F. Offer full degree and certificate sequences in online format with corresponding student support services as needed.
- G. Expand Accelerated College Education (ACE) degree offerings and add additional ACE cohorts during structured day programs, online (synchronous and asynchronous) and at extended education sites.
- H. Promote and track participation in internal and external professional development opportunities to capitalize on, and expand, the expertise of faculty and staff; specifically in relation to Guided Pathways.

Institutional Objective 2.2

Improve access to student services through a variety of innovative practices.

Activities:

- A. Expand access to student support services through the development of a “One Stop” Center on the main campus, expanded support services in our extended education centers, and through additional online student support and communication options, including an updated mobile app service and automated education plans.
- B. Expand access to student support services through the development of multilingual versions of current and future resources.
- C. Create procedures for fully utilizing new and existing technology to make the most of all software products acquired by the District.

Institutional Goal 3

Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses, and organizations.

Institutional Objective 3.1

Enhance student success through the cultivation and expansion of collaborative partnerships with three sectors: K-12 partners, four-year institutions, and business and industry.

Activities:

- A. Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs.
- B. Develop and align stackable certificates with industry-recognized certification standards to increase employment options for students.
- C. Increase participation in collaborative efforts to improve college attainment rates as measured by an increase in local high school graduates' college going rates and Shasta College's transfer rates to four-year institutions, and a decrease in remediation rates.
- D. Identify additional opportunities to obtain Bachelor's degrees via partnerships with four-year colleges/universities, including an increase in student transfer opportunities.
- E. Promote the Shasta College Promise Program and open access resources to minimize issues of affordability as a barrier to accessing postsecondary education.

Institutional Objective 3.2

Increase collaboration with businesses and agencies to expand student work-based and experiential-based learning (such as, internships, work experience, mentoring, volunteering, clinical experience, work study programs, advisory committees, service learning, and global education).

Activities:

- A. Develop an online resource which will serve as a civic and community engagement database (to track offerings and participation) for students, faculty, staff, and community partners to share and track information about opportunities.
- B. Expand curricular and co-curricular opportunities through involvement in civic and community engagement opportunities (including internships and service learning opportunities).
- C. Implement and scale the *New World of Work* Program to ensure that students have the 21st Century Employability Skills necessary to succeed in their career aspirations, including expanding the numbers of work-based learning placements, digital badging, and micro-credentials in accordance with program goals.

Institutional Goal 4

Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

Institutional Objective 4.1

Continue implementation and assessment of the integrated planning cycle as described in the Integrated Planning Manual and update other plans and manuals as needed.

Activities:

- A. Continuously update and assess all necessary plans that support institutional effectiveness, such as the Technology Plan, the Participatory Governance Manual, the Shasta College Equal Employment Opportunity Plan, and the Facilities Master Plan.
- B. Investigate and improve participation of all individuals and groups in the Shasta College planning process.
- C. Conduct all Bond activities with highest focus on transparency, accountability, and inclusivity.
- D. Design premier spaces for students through the Bond planning process that maximize engagement and allow for enhanced learning opportunities.
- E. Create inclusive design plans through the Bond projects and ensure that all parties, including students and staff, have an opportunity to share ideas and perspectives.

Institutional Objective 4.2

Ensure continued compliance with all Accrediting Commission for Community and Junior Colleges' standards, with special effort on professional development to excel at those standards related to student learning and planning.

Activities:

- A. In conjunction with the first Quality Focus Essay, develop, assess, and appropriately publicize all course-level Student Learning Outcomes and Program Learning Outcomes on an identified cycle.
- B. Through the Annual Area Plan and Program Review process, assess student attainment of Student Learning Outcomes and Program Learning Outcomes, implement changes to improve results of selected outcomes, and assess the implemented changes.
- C. In conjunction with the second Quality Focus Essay, create a data warehouse that ensures access to valid and relevant data that includes information about disproportionate impact and promotes a culture of inquiry at Shasta College.
- D. Implement findings from the United States Department of Education's Strengthening Institutions Initiative to ensure that accreditation goals are balanced within the framework of a positive campus culture.
- E. Encourage Shasta College personnel to participate in professional development opportunities such as accreditation trainings and site visits to other institutions in order to continuously improve.

Institutional Objective 4.3

Provide fiscal support for maintaining programs and priorities that are developed through the established participatory planning processes.

Activities:

- A. Ensure that the fiscal health of the District is maintained at a level which meets longer term obligations (such as, OPEB contributions, STRS and PERS employer contributions, and the projected effects of the funding changes) while maintaining sufficient reserves at a level which does not require special borrowing (such as TRANs borrowing).
- B. Pursue special funding sources outside of State funding (such as competitive grants, State categorical programs, and/or private funding) to enhance the District's mission.
- C. Collaborate with the Shasta College Foundation to support regional partnerships, seek additional grant funding, and increase giving to support Shasta College's goals and objectives.